



August 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Comprehensive Assessment System is the State's measure of student progress in achieving the State standards known as *Learning Results*. The Maine Educational Assessment (MEA) is administered in grades 3 through 8 to meet these state assessment requirements. Since the spring of 2006, the SAT Reasoning Test™ (SAT) has been administered to students in their third year of high school in place of the MEA for state and federal purposes. The move from the MEA to the SAT in grade 11 was made to encourage all students in the goal of attaining college and high-level workplace readiness as well as to measure academic achievement. This year, the mathematics portion of the SAT Reasoning Test™ was augmented with 11 additional mathematics items (the Math-A test) to more fully measure Maine's *Learning Results*. The assessment continues to include science testing, which resumed last year after a two-year hiatus. The combined set of tests comprises the Maine High School Assessment (MHSA).

These 2008-2009 Maine High School Assessment Summary Reports contain the results of student performance in critical reading, mathematics, writing, and science reported according to the academic standards described above and disaggregated by student and school characteristics. The MHSA achievement level standards for the 2009 critical reading, writing, mathematics and science sections of the MHSA were determined by Maine educators with specific expertise within the content areas. This report, together with individual student and subject-specific student roster reports, provides support for use in program evaluation and planning. All scores contained in these reports are included for Maine state and federal reporting purposes only. While scores from the SAT may also be used for college admission by most students, they may not be used for that purpose if a student received accommodations during the test administration that exceeded those made available by the College Board.

These results reflect scores based on SAT, Math-A, and Science test questions that were taken by over 15,000 students who were enrolled in their third year of high school across all Maine public schools. The MHSA employs an assessment design that requires students to create a written response to a writing prompt, generate answers to open-ended mathematics and science questions, and in all subjects, select answers to multiple-choice questions. More information about the design, history, and use of the SAT can be found at: http://www.maine.gov/education/sat_initiative/.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and graduate from any Maine high school prepared for college, career, and citizenship.

Sincerely,

Susan A. Gendron
Commissioner of Education

Maine
High School
Assessment

High School Report

Test Date: May 2009
Code: 10881283
SAU: Lewiston School Department
School: Lewiston High School

Contents of the Report

The report is divided into six main sections including a section describing the students tested and a separate section for the results in each content area.

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SUMMARY OF SCORES

Test Date: May 2009

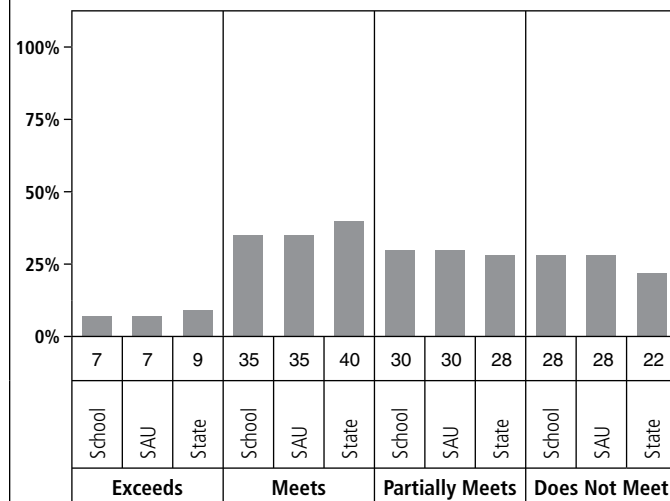
SAU: Lewiston School Department

School: Lewiston High School

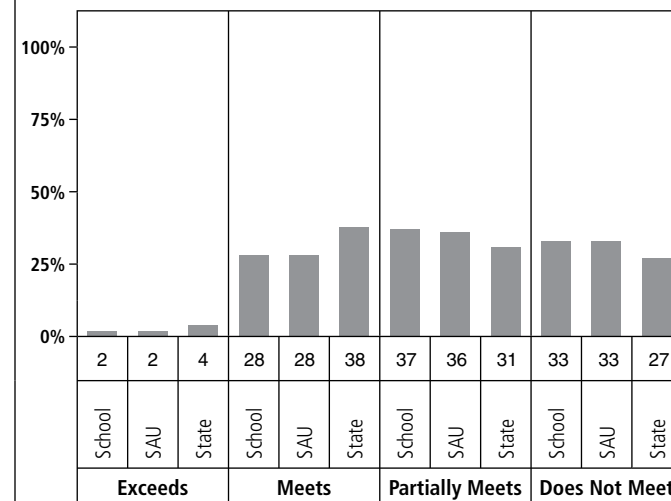
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
Critical Reading			
2006–2007	1138	1138	1141
2007–2008	1138	1137	1141
2008–2009	1138	1138	1141
Cum Average*	1138	1138	1141
Mathematics			
2006–2007	1138	1138	1140
2007–2008	1139	1139	1141
2008–2009	1138	1138	1141
Cum Average*	1138	1138	1141
Writing			
2006–2007	1138	1138	1141
2007–2008	1137	1136	1140
2008–2009	1137	1137	1140
Cum Average*	1137	1137	1140
Science 2008–2009**	1138	1138	1140

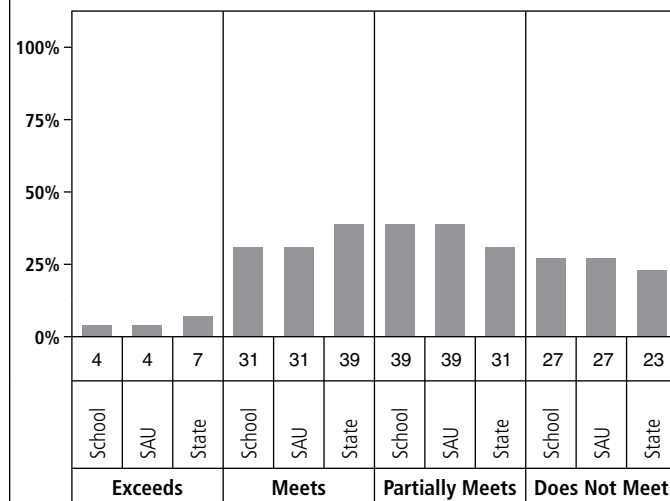
CRITICAL READING



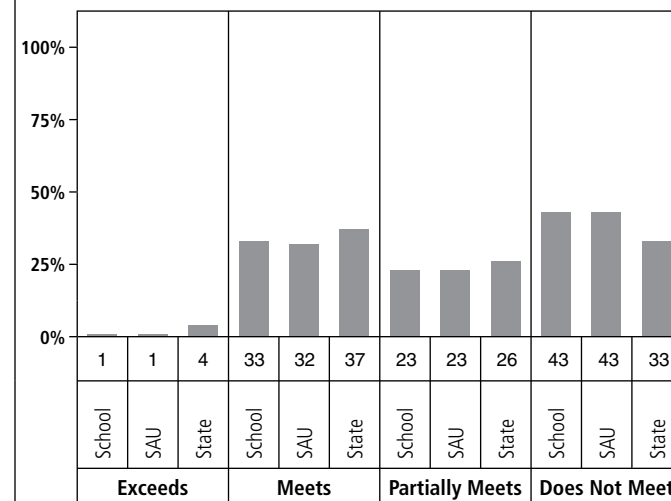
MATHEMATICS



WRITING



SCIENCE



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science standards were reset in May 2009, no historical data are available.

SUMMARY OF STUDENT PARTICIPATION

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																							
							Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Total number of students	319	100	322	100	15632	100	289	91	291	90	14928	96	302	95	305	95	15274	98	289	91	291	90	14926	96	299	94	302	94	15079	97
Ethnicity African American/Black	55	17	56	17	341	2	51	93	51	91	310	91	53	96	54	96	322	95	50	91	50	89	309	91	52	95	53	95	317	93
American Indian or Native Alaskan	2	1	2	1	111	1	2	100	2	100	101	91	2	100	2	100	107	96	2	100	2	100	101	91	2	100	2	100	103	93
Asian or Pacific Islander	12	4	12	4	241	2	10	83	10	83	221	92	12	100	12	100	229	95	10	83	10	83	221	92	12	100	12	100	227	94
Hispanic	5	2	5	2	166	1	5	100	5	100	156	94	5	100	5	100	162	98	5	100	5	100	156	94	5	100	5	100	155	93
Caucasian/White	245	77	247	77	14773	95	221	90	223	90	14140	96	230	94	232	94	14454	98	222	91	224	91	14139	96	228	93	230	93	14277	97
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	33	10	36	11	2327	15	24	73	26	72	2108	91	26	79	29	81	2200	95	24	73	26	72	2099	91	26	79	29	81	2140	92
Current LEP	42	13	42	13	262	2	38	90	38	90	232	89	41	98	41	98	246	94	37	88	37	88	231	88	40	95	40	95	240	92
Economically disadvantaged	143	45	146	45	4634	30	121	85	123	84	4263	92	130	91	133	91	4451	96	120	84	122	84	4262	92	129	90	132	90	4383	95
Migrant	0	0	0	0	5	0	0	0	0	0	4	80	0	0	0	0	5	100	0	0	0	0	4	80	0	0	0	0	5	100

MODE OF PARTICIPATION ³	Critical Reading						Mathematics						Writing						Science					
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	N		N		N		N		N		N		N		N		N		N		N		N	
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Participation without accommodations	259	81	260	81	13079	84	270	85	272	84	13417	86	260	82	261	81	13084	84	268	84	270	84	13288	85
Identified disability (PET/IEP)	11	4	12	5	727	6	13	5	15	6	814	6	11	4	12	5	725	6	13	5	15	6	802	6
LEP	20	8	20	8	170	1	21	8	21	8	181	1	20	8	20	8	170	1	21	8	21	8	177	1
504 plan	1	0	1	0	238	2	1	0	1	0	245	2	1	0	1	0	238	2	1	0	1	0	241	2
Participation with accommodations	23	7	23	7	1626	10	25	8	25	8	1636	10	22	7	22	7	1624	10	23	7	23	7	1579	10
Identified disability (PET/IEP)	6	26	6	26	1158	71	6	24	6	24	1165	71	6	27	6	27	1156	71	5	22	5	22	1126	71
LEP	17	74	17	74	56	3	19	76	19	76	59	4	16	73	16	73	55	3	18	78	18	78	57	4
504 plan	0	0	0	0	79	5	0	0	0	0	79	5	0	0	0	0	80	5	0	0	0	0	77	5
Other	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	360	22	0	0	0	0	345	22
Participation through alternate assessment (PAAP)	7	2	8	2	223	1	7	2	8	2	221	1	7	2	8	2	218	1	8	3	9	3	212	1
Identified disability (PET/IEP)	7	100	8	100	223	100	7	100	8	100	221	100	7	100	8	100	218	100	8	100	9	100	212	100
LEP	1	14	1	13	6	3	1	14	1	13	6	3	1	14	1	13	6	3	1	13	1	11	6	3
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0																		
Approved non-participation – special consideration	0	0	0	0	24	0	0	0	0	0	34	0	0	0	0	0	24	0	0	0	0	0	26	0
Non-participation – other	30	9	31	10	680	4	17	5	17	5	324	2	30	9	31	10	682	4	20	6	20	6	527	3

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

CRITICAL READING RESULTS

Test Date: May 2009
 SAU: Lewiston School Department
 School: Lewiston High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the reading standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within reading at the grade level assessed. Evidence includes responses to multiple-choice items in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws in-depth inferences, analyzes texts for subtle clues, synthesizes information across texts, and uses knowledge of text structures and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 1162-1180)	2006-2007	25	8	25	8	1168	8
	2007-2008	14	5	14	5	1184	8
	2008-2009	21	7	21	7	1339	9
	Cum. Total*	60	7	60	7	3691	8
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by applying a variety of reasoning skills and prior knowledge as the student draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to increase comprehension. (scaled score 1142-1160)	2006-2007	103	33	104	33	5714	38
	2007-2008	89	32	89	32	5885	40
	2008-2009	99	35	99	35	5897	40
	Cum. Total*	291	34	292	33	17496	40
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to use a variety of reasoning skills and prior knowledge varies depending on the texts as s/he draws inferences, identifies summary statements, connects ideas within and across texts, and uses knowledge of text structures and literary devices to support comprehension. (scaled score 1130-1140)	2006-2007	90	29	90	29	4728	31
	2007-2008	98	36	98	35	4093	28
	2008-2009	84	30	84	30	4169	28
	Cum. Total*	272	31	272	31	12990	29
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often incorrect leaving the impression that the student found it difficult to use a variety of reasoning skills and prior knowledge as s/he draws inferences, identifies summary statements, connects ideas within and across texts, or uses knowledge of text structures and literary devices to support comprehension. (scaled score 1100-1128)	2006-2007	93	30	94	30	3444	23
	2007-2008	73	27	77	28	3417	23
	2008-2009	78	28	79	28	3255	22
	Cum. Total*	244	28	250	29	10116	23

CRITICAL READING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	282	21	7	99	35	84	30	78	28	1138	283	7	35	30	28	1138	14660	9	40	28	22	1141
Ethnicity																						
African American/Black	50	2	4	6	12	14	28	28	56	1129	50	4	12	28	56	1129	303	3	23	27	47	1133
American Indian or Native Alaskan	2										2						100	5	27	30	38	1135
Asian or Pacific Islander	10	4	40	2	20	1	10	3	30	1148	10	40	20	10	30	1148	219	11	34	28	26	1141
Hispanic	4										4						151	3	34	33	30	1137
Caucasian/White	216	15	7	88	41	69	32	44	20	1140	217	7	41	32	21	1140	13887	9	41	28	21	1141
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	0	0	4	24	13	76	1122	18	0	0	22	78	1123	1865	1	11	24	64	1127
No	265	21	8	99	37	80	30	65	25	1139	265	8	37	30	25	1139	12795	10	45	29	16	1143
Current LEP																						
Yes	37	0	0	2	5	7	19	28	76	1124	37	0	5	19	76	1124	225	0	9	22	68	1126
No	245	21	9	97	40	77	31	50	20	1141	246	9	39	31	21	1141	14435	9	41	29	21	1141
Economically disadvantaged																						
Yes	115	5	4	27	23	34	30	49	43	1133	116	4	23	29	43	1133	4120	3	30	32	35	1136
No	167	16	10	72	43	50	30	29	17	1142	167	10	43	30	17	1142	10540	11	44	27	17	1143
Migrant																						
Yes	0										0						3					
No	282	21	7	99	35	84	30	78	28	1138	283	7	35	30	28	1138	14657	9	40	28	22	1141
Gender																						
Female	140	11	8	51	36	43	31	35	25	1139	140	8	36	31	25	1139	7098	10	43	29	18	1142
Male	142	10	7	48	34	41	29	43	30	1138	143	7	34	29	31	1138	7562	9	37	28	26	1140
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	28	28	41	1135
No	282	21	7	99	35	84	30	78	28	1138	283	7	35	30	28	1138	14369	9	40	28	22	1141
Gifted/talented program																						
Yes	2										2						520	52	45	3	1	1161
No	280	20	7	98	35	84	30	78	28	1138	281	7	35	30	28	1138	14140	8	40	29	23	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the mathematics standards for achieving Maine's *Learning Results*. Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within mathematics at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

STUDENTS AT EACH ACHIEVEMENT LEVEL

		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult or unfamiliar problems, and apply complex concepts. (scaled score 1162-1180)	2006-2007	6	2	6	2	578	4
	2007-2008	9	3	9	3	637	4
	2008-2009	6	2	6	2	596	4
	Cum. Total*	21	2	21	2	1811	4
Meets the Standards – The student's work demonstrates an understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to reason, analyze and solve problems, and apply concepts. (scaled score 1142-1160)	2006-2007	93	29	93	29	5481	36
	2007-2008	80	28	80	28	5508	37
	2008-2009	84	28	84	28	5674	38
	Cum. Total*	257	29	257	28	16663	37
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems and apply concepts. (scaled score 1134-1140)	2006-2007	100	32	100	31	4754	31
	2007-2008	111	39	111	39	5065	34
	2008-2009	108	37	108	36	4622	31
	Cum. Total*	319	36	319	35	14441	32
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and apply concepts. (scaled score 1100-1132)	2006-2007	117	37	122	38	4607	30
	2007-2008	82	29	87	30	3660	25
	2008-2009	97	33	99	33	4116	27
	Cum. Total*	296	33	308	34	12383	27

MATHEMATICS RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	295	6	2	84	28	108	37	97	33	1138	297	2	28	36	33	1138	15008	4	38	31	27	1141
Ethnicity																						
African American/Black	52	0	0	7	13	12	23	33	63	1131	53	0	13	23	64	1131	315	1	15	29	56	1134
American Indian or Native Alaskan	2										2						106	1	20	31	48	1134
Asian or Pacific Islander	12	2	17	5	42	5	42	0	0	1151	12	17	42	42	0	1151	227	11	41	28	21	1144
Hispanic	4										4						157	1	27	25	46	1136
Caucasian/White	225	4	2	70	31	90	40	61	27	1139	226	2	31	40	27	1139	14203	4	39	31	27	1141
Not Reported	0										0						0					
Identified disability																						
Yes	19	0	0	0	0	3	16	16	84	1127	21	0	0	14	86	1127	1959	0	7	19	73	1130
No	276	6	2	84	30	105	38	81	29	1139	276	2	30	38	29	1139	13049	5	42	33	21	1142
Current LEP																						
Yes	40	0	0	4	10	8	20	28	70	1129	40	0	10	20	70	1129	239	0	14	24	62	1132
No	255	6	2	80	31	100	39	69	27	1140	257	2	31	39	28	1140	14769	4	38	31	27	1141
Economically disadvantaged																						
Yes	124	0	0	21	17	40	32	63	51	1134	126	0	17	32	52	1134	4306	1	24	33	42	1136
No	171	6	4	63	37	68	40	34	20	1141	171	4	37	40	20	1141	10702	5	43	30	21	1142
Migrant																						
Yes	0										0						4					
No	295	6	2	84	28	108	37	97	33	1138	297	2	28	36	33	1138	15004	4	38	31	27	1141
Gender																						
Female	144	1	1	38	26	56	39	49	34	1137	144	1	26	39	34	1137	7248	3	38	33	27	1140
Male	151	5	3	46	30	52	34	48	32	1139	153	3	30	34	33	1139	7760	5	38	29	28	1141
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						293	1	23	37	39	1137
No	295	6	2	84	28	108	37	97	33	1138	297	2	28	36	33	1138	14715	4	38	31	27	1141
Gifted/talented program																						
Yes	2										2						521	31	63	4	2	1157
No	293	5	2	84	29	107	37	97	33	1138	295	2	28	36	34	1138	14487	3	37	32	28	1140

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

WRITING RESULTS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the writing standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within writing at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student's responses demonstrate skillful ability to select clear, precise sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity, precision and overall effectiveness of a passage. The student's essay demonstrates an effectively developed and insightful point of view on the issue and outstanding critical thinking, with clearly appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and clearly focused, demonstrating clear coherence and smooth progression of ideas and free of most errors in grammar, usage, and mechanics. (scaled score 1162-1180)	2006-2007	13	4	13	4	937	6
	2007-2008	13	5	13	5	962	7
	2008-2009	11	4	11	4	1062	7
	Cum. Total*	37	4	37	4	2961	7
Meets the Standards – The student's responses demonstrate ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates an effectively developed point of view on the issue and strong critical thinking, with generally appropriate examples, reasons, and other evidence to support a position. The essay is well-organized and focused, demonstrating coherence and progression of ideas and generally free of most errors in grammar, usage, and mechanics. (scaled score 1142-1160)	2006-2007	117	38	117	37	6167	41
	2007-2008	78	28	78	28	5564	38
	2008-2009	87	31	87	31	5706	39
	Cum. Total*	282	33	282	32	17437	39
Partially Meets the Standards – The student's responses demonstrate inconsistent ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a developed point of view on the issue and some critical thinking, but may do so inconsistently or with inadequate examples, reasons, or other evidence to support a position. The essay is generally organized and focused, but may demonstrate some lapses in coherence or progression of ideas and may contain errors in grammar, usage, and mechanics. (scaled score 1130-1140)	2006-2007	82	26	82	26	4723	31
	2007-2008	94	34	94	34	4679	32
	2008-2009	109	39	109	39	4487	31
	Cum. Total*	285	33	285	33	13889	31
Does Not Meet the Standards – The student's responses demonstrate limited ability to select clear sentence improvements that are free of awkwardness or ambiguity; to recognize grammar and usage errors; and to select revisions that add to the clarity and overall effectiveness of a passage. The student's essay demonstrates a vague or seriously limited point of view on the issues and weak critical thinking, with inappropriate or insufficient examples, reasons, or other evidence to support a position. The essay is poorly organized and/or focused and may contain an accumulation of errors in grammar, usage, and mechanics that interfere with understanding the message of the essay. (scaled score 1100-1128)	2006-2007	99	32	101	32	3227	21
	2007-2008	89	32	93	33	3376	23
	2008-2009	75	27	76	27	3408	23
	Cum. Total*	263	30	270	31	10011	23

WRITING RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	282	11	4	87	31	109	39	75	27	1137	283	4	31	39	27	1137	14663	7	39	31	23	1140
Ethnicity																						
African American/Black	49	1	2	5	10	16	33	27	55	1128	49	2	10	33	55	1128	302	2	22	32	44	1133
American Indian or Native Alaskan	2										2						100	2	23	35	40	1134
Asian or Pacific Islander	10	1	10	5	50	2	20	2	20	1143	10	10	50	20	20	1143	219	10	37	27	26	1141
Hispanic	4										4						151	4	29	32	35	1135
Caucasian/White	217	8	4	76	35	88	41	45	21	1139	218	4	35	40	21	1139	13891	7	40	31	23	1140
Not Reported	0										0						0					
Identified disability																						
Yes	17	0	0	0	0	3	18	14	82	1122	18	0	0	17	83	1121	1861	0	8	21	71	1125
No	265	11	4	87	33	106	40	61	23	1138	265	4	33	40	23	1138	12802	8	43	32	16	1142
Current LEP																						
Yes	36	0	0	1	3	8	22	27	75	1123	36	0	3	22	75	1123	224	0	8	28	64	1127
No	246	11	4	86	35	101	41	48	20	1139	247	4	35	41	20	1139	14439	7	39	31	23	1140
Economically disadvantaged																						
Yes	114	4	4	18	16	44	39	48	42	1132	115	3	16	38	43	1132	4121	2	27	33	38	1134
No	168	7	4	69	41	65	39	27	16	1141	168	4	41	39	16	1141	10542	9	44	30	18	1142
Migrant																						
Yes	0										0						3					
No	282	11	4	87	31	109	39	75	27	1137	283	4	31	39	27	1137	14660	7	39	31	23	1140
Gender																						
Female	140	7	5	45	32	58	41	30	21	1138	140	5	32	41	21	1138	7103	9	43	31	17	1143
Male	142	4	3	42	30	51	36	45	32	1136	143	3	29	36	32	1136	7560	6	35	30	30	1138
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						291	3	25	36	35	1135
No	282	11	4	87	31	109	39	75	27	1137	283	4	31	39	27	1137	14372	7	39	30	23	1140
Gifted/talented program																						
Yes	2										2						520	43	52	3	1	1159
No	280	11	4	85	30	109	39	75	27	1137	281	4	30	39	27	1137	14143	6	38	32	24	1139

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

ACHIEVEMENT LEVELS: Achievement level definitions describe the quality of a student's responses on state-level assessments in relation to the science standards for achieving Maine's *Learning Results*.

Maine state-level assessments measure the knowledge and skills of students by sampling identified standards within science at the grade level assessed. Evidence includes responses to a combination of multiple-choice items and items requiring student-created responses in an "on demand" setting.

Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 1162-1180)

2008-2009*

Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 1142-1160)

2008-2009*

Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 1134-1140)

2008-2009*

Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (scaled score 1100-1132)

2008-2009*

STUDENTS AT EACH ACHIEVEMENT LEVEL

School		SAU		State	
N	%	N	%	N	%
4	1	4	1	602	4
95	33	95	32	5431	37
68	23	68	23	3876	26
124	43	126	43	4958	33

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	56	100	20.23	36.1	20.09	35.9	22.76	40.6
D. The Physical Setting	34	61	12.25	36.0	12.18	35.8	13.63	40.1
D1/D2 Earth/Space	14	25	5.42	38.7	5.39	38.5	6.05	43.2
D3/D4 Matter and Energy/Force and Motion	20	36	6.83	34.2	6.79	34.0	7.58	37.9
E. The Living Environment	22	39	7.97	36.2	7.91	36.0	9.13	41.5

The MHSA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard D. The Physical Setting

- D1 - Universe and Solar System
- D2 - Earth
- D3 - Matter and Energy
- D4 - Force and Motion

Content Standard E. The Living Environment

- E1 - Biodiversity
- E2 - Ecosystems
- E3 - Cells
- E4 - Heredity and Reproduction
- E5 - Evolution

SCIENCE RESULTS BY REPORTING SUBGROUPS

Test Date: May 2009
SAU: Lewiston School Department
School: Lewiston High School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	291	4	1	95	33	68	23	124	43	1138	293	1	32	23	43	1138	14867	4	37	26	33	1140
Ethnicity																						
African American/Black	51	0	0	5	10	9	18	37	73	1129	52	0	10	17	73	1129	311	1	18	20	61	1133
American Indian or Native Alaskan	2										2						102	1	19	30	50	1135
Asian or Pacific Islander	12	1	8	5	42	1	8	5	42	1142	12	8	42	8	42	1142	225	5	40	20	36	1141
Hispanic	4										4						152	2	23	18	57	1136
Caucasian/White	222	3	1	84	38	56	25	79	36	1140	223	1	38	25	36	1140	14077	4	37	26	32	1141
Not Reported	0										0						0					
Identified disability																						
Yes	18	0	0	1	6	1	6	16	89	1128	20	0	5	5	90	1127	1928	0	9	18	72	1131
No	273	4	1	94	34	67	25	108	40	1138	273	1	34	25	40	1138	12939	5	41	27	28	1142
Current LEP																						
Yes	39	0	0	0	0	6	15	33	85	1126	39	0	0	15	85	1126	234	0	10	11	79	1129
No	252	4	2	95	38	62	25	91	36	1140	254	2	37	24	37	1140	14633	4	37	26	33	1140
Economically disadvantaged																						
Yes	122	0	0	28	23	28	23	66	54	1134	124	0	23	23	55	1134	4264	2	24	26	47	1136
No	169	4	2	67	40	40	24	58	34	1140	169	2	40	24	34	1140	10603	5	41	26	28	1142
Migrant																						
Yes	0										0						4					
No	291	4	1	95	33	68	23	124	43	1138	293	1	32	23	43	1138	14863	4	37	26	33	1140
Gender																						
Female	141	1	1	39	28	33	23	68	48	1136	141	1	28	23	48	1136	7179	2	32	29	37	1139
Male	150	3	2	56	37	35	23	56	37	1139	152	2	37	23	38	1139	7688	6	40	23	30	1142
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						287	2	23	26	49	1136
No	291	4	1	95	33	68	23	124	43	1138	293	1	32	23	43	1138	14580	4	37	26	33	1140
Gifted/talented program																						
Yes	2										2						517	28	65	6	1	1156
No	289	3	1	94	33	68	24	124	43	1138	291	1	32	23	43	1138	14350	3	35	27	35	1140

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